

MEMORANDUM TO: Indiana State Board of Education
FROM: Dr. Charity Flores, Director of Assessment
DATE: July 5, 2017

The Indiana Department of Education (IDOE) conducted ISTAR standard setting meetings June 19-21 and June 26-28, 2017. The Item Descriptor Matching methodology was recommended by the Technical Advisory Committee. Educators with special education and content expertise comprised the grade band panels each week, addressing English Language Arts and Science in week one and Mathematics and Social Studies during week two. A subset of panelists served in advance of the standard setting process to review the performance level descriptors used during the process, and were utilized as table leaders during the on-site meetings.

Questar Assessment, Inc. facilitated the item descriptor matching process through four rounds of review following an overview training as a large group. Details for the process are delineated below:

- Panelists reviewed the functionality of test items by taking the operational form of the grade level test.
- Each data point collected by panelists was done individually following table and group discussion. Panelists:
 - reviewed the performance level descriptors and discussed interpretations of the descriptions within their table and large group.
 - reviewed the content expectations associated with each item within the ordered item booklet (OIB) to determine the continuum of difficulty.
 - determined which performance level descriptor best aligned to the content presented in the item (developing, meeting or exceeding).
 - defined threshold regions for the performance levels using the item order presented in the OIB during two rounds of evaluation.
 - identified a specific transition point for the performance levels during two subsequent rounds of evaluations. Panelists reviewed impact data noting the percentage of students within each performance level prior to the final transition point submission.
- Grade band groups completed the process for lower grade level (i.e., 3-4 English Language Arts). Grade 10 content groups only evaluated a single grade.
- Following the final round of data collection, table leaders from each standard setting panel examined the reasonableness of the proposed cut score recommendations across grade levels to determine any content adjustments.

The following charts delineate the Department's recommendation of the committee following vertical articulation for the performance level descriptors and cut scores. As an exception for Grade 7 Mathematics, the Meeting Proficiency value differs from the recommendation during vertical articulation, but represents a value from the earlier educator rounds. All other values represent the recommendations from vertical articulation. Data is presented for each grade and content area accounting for No Mode of Communication representing students that cannot fully



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interact with the assessment experience. No Mode of Communication will result in an undetermined score.